NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: HARRISON	School: Washington Middle School
Chief School Administrator: FRED CONFESSORE	Address: One North Fifth Street, Harrison, NJ 07029
Chief School Administrator's E-mail: fconfessore@harrisonschools.org	Grade Levels: 6-8
Title I Contact: Dr. Brian Duffy	Principal: Michael Landy
Title I Contact E-mail: bduffy@harrisonschools.org	Principal's E-mail: mlandy@harrisonschools.org
Title I Contact Phone Number: 973-483-4627	Principal's Phone Number: 973-483-2285

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

✓ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems.   I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Michael Landy_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

Critical Overview Elements

- The School held _____6_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ 8.8 Million which comprised _____95_____ % of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 8.9 Million, which will comprise 95_____% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Class Size Reduction	1,4,5	Yes	100-100	92,941
After School / Summer School	1,4,5	Yes	100-000	20,100
Instructional Materials and Supplies	1,4,15	Yes	100-300/600/800	18,175
Benefits	1,4,5	Yes	200-200	26,484
Professional Development	11,12	Yes	200-300	19,256
Non-Instructional Materials and Supplies	1,4,5,11,12	Yes	200-600/800	4,404

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Michael Landy	Administrator	Yes	Yes	Yes	Signature on File
Cyndi Baumgartner	Curriculum	Yes	Yes	Yes	Signature on File
Amy Heberling	Curriculum	Yes	Yes	Yes	Signature on File
Kim Madelena	Teacher	Yes	Yes	Yes	Signature on File
Coleen McClelland	Teacher	Yes	Yes	Yes	Signature on File
Andrea Nankivell	Teacher	Yes	Yes	Yes	Signature on File
Michelle Titterington	Teacher	Yes	Yes	Yes	Signature on File

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
10/24 – 10/26 - 1/12 – 2/12 – 2/20 – 5/7	Washington Middle School	Comprehensive Needs Assessment*	✓		✓	
10/24 – 10/26 - 1/12 – 2/12 – 2/20 – 5/7	Washington Middle School	Schoolwide Plan Development*	✓		✓	
10/24 – 10/26 - 1/12 – 2/12 – 2/20 – 5/7	Washington Middle School	Program Evaluation	✓		✓	

* Please note that the Harrison Public Schools, as a result of a needs assessment performed over ten years ago, dedicates the bulk of Title I funding to class size reduction and extended day/year programs. These initiatives alone account for approximately eighty-five percent (85%) of the grant's budget. Another significant portion of the budget during these same years has been dedicated to staff development. To this end the district provides a minimum of twenty (20) hours annually to teacher training. This plan was monitored, reviewed and approved by the NJDOE in 2008. As a result, the principal purpose of annual stakeholder meetings is dedicated to reviewing overall student progress and staff needs for professional development, while leaving intact the class size reduction and extended day/year programs.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Washington Middle School is a school community dedicated to educating, enriching, and expanding opportunities for all students to become contributing and valued members of our society.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes.

2. What were the strengths of the implementation process? Excellent staff buy-in and assistance.

3. What implementation challenges and barriers did the school encounter? Many new initiatives.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Bulk of funding dedicated to class size reduction and extended day/school year; therefore little leeway

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Consultants.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? That this would benefit our students.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? That the school was making a bona-fide effort to improve.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Varied.

9. How did the school structure the interventions? According to student need.

10. How frequently did students receive instructional interventions? On an ongoing basis.

11. What technologies did the school use to support the program? Laptop carts.

12. Did the technology contribute to the success of the program and, if so, how? Will know more this year.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6			Awaiting results of PARCC testing	
Grade 7			Awaiting results of PARCC testing	
Grade 8			Awaiting results of PARCC testing	
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6			Awaiting results of PARCC testing	
Grade 7			Awaiting results of PARCC testing	
Grade 8			Awaiting results of PARCC testing	
Grade 11				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Grade 12					

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Class Size Reduction		PARCC Testing	Awaiting Results of PARCC testing
Math	Students with Disabilities	Class Size Reduction		PARCC Testing	Awaiting Results of PARCC testing
ELA	Homeless	Class Size Reduction		PARCC Testing	Awaiting Results of PARCC testing
Math	Homeless	Class Size Reduction		PARCC Testing	Awaiting Results of PARCC testing
ELA	Migrant	Class Size Reduction		PARCC Testing	Awaiting Results of PARCC testing
Math	Migrant	Class Size Reduction		PARCC Testing	Awaiting Results of PARCC testing
ELA	ELLs	Class Size Reduction		PARCC Testing	Awaiting Results of PARCC testing
Math	ELLs	Class Size Reduction		PARCC Testing	Awaiting Results of PARCC testing
ELA	Economically Disadvantaged	Class Size Reduction		PARCC Testing	Awaiting Results of PARCC testing
Math	Economically Disadvantaged	Class Size Reduction		PARCC Testing	Awaiting Results of PARCC testing

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	After School / Summer School		PARCC Testing	Awaiting Results of PARCC testing
Math	Students with Disabilities	After School / Summer School		PARCC Testing	Awaiting Results of PARCC testing
ELA	Homeless	After School / Summer School		PARCC Testing	Awaiting Results of PARCC testing
Math	Homeless	After School / Summer School		PARCC Testing	Awaiting Results of PARCC testing
ELA	Migrant	After School / Summer School		PARCC Testing	Awaiting Results of PARCC testing
Math	Migrant	After School / Summer School		PARCC Testing	Awaiting Results of PARCC testing
ELA	ELLs	After School / Summer School		PARCC Testing	Awaiting Results of PARCC testing
Math	ELLs	After School / Summer School		PARCC Testing	Awaiting Results of PARCC testing
ELA	Economically Disadvantaged	After School / Summer School		PARCC Testing	Awaiting Results of PARCC testing
Math	Economically Disadvantaged	After School / Summer School		PARCC Testing	Awaiting Results of PARCC testing

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Intervention by Consultant		PARCC Testing	Awaiting Results of PARCC testing
Math	Students with Disabilities	Intervention by Consultant		PARCC Testing	Awaiting Results of PARCC testing
ELA	Homeless	Intervention by Consultant		PARCC Testing	Awaiting Results of PARCC testing
Math	Homeless	Intervention by Consultant		PARCC Testing	Awaiting Results of PARCC testing
ELA	Migrant	Intervention by Consultant		PARCC Testing	Awaiting Results of PARCC testing
Math	Migrant	Intervention by Consultant		PARCC Testing	Awaiting Results of PARCC testing
ELA	ELLs	Intervention by Consultant		PARCC Testing	Awaiting Results of PARCC testing
Math	ELLs	Intervention by Consultant		PARCC Testing	Awaiting Results of PARCC testing
ELA	Economically Disadvantaged	Intervention by Consultant		PARCC Testing	Awaiting Results of PARCC testing
Math	Economically Disadvantaged	Intervention by Consultant		PARCC Testing	Awaiting Results of PARCC testing

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent Workshops		PARCC Testing	Awaiting Results of PARCC testing
Math	Students with Disabilities	Parent Workshops		PARCC Testing	Awaiting Results of PARCC testing
ELA	Homeless	Parent Workshops		PARCC Testing	Awaiting Results of PARCC testing
Math	Homeless	Parent Workshops		PARCC Testing	Awaiting Results of PARCC testing
ELA	Migrant	Parent Workshops		PARCC Testing	Awaiting Results of PARCC testing
Math	Migrant	Parent Workshops		PARCC Testing	Awaiting Results of PARCC testing
ELA	ELLs	Parent Workshops		PARCC Testing	Awaiting Results of PARCC testing
Math	ELLs	Parent Workshops		PARCC Testing	Awaiting Results of PARCC testing
ELA	Economically Disadvantaged	Parent Workshops		PARCC Testing	Awaiting Results of PARCC testing
Math	Economically Disadvantaged	Parent Workshops		PARCC Testing	Awaiting Results of PARCC testing

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

✓ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Michael Landy_____   _____   _____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1)."

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Benchmarks, Common Assessments, Report Cards, Teacher Comments, State Testing	Generalized reports of progress but awaiting results of PARCC testing
Academic Achievement - Writing	Benchmarks, Common Assessments, Report Cards, Teacher Comments, State Testing	Generalized reports of progress but awaiting results of PARCC testing
Academic Achievement - Mathematics	Benchmarks, Common Assessments, Report Cards, Teacher Comments, State Testing	Generalized reports of progress but awaiting results of PARCC testing
Family and Community Engagement	Benchmarks, Common Assessments, Report Cards, Teacher Comments, State Testing	Generalized reports of progress but awaiting results of PARCC testing
Professional Development	Benchmarks, Common Assessments, Report Cards, Teacher Comments, State Testing	Generalized reports of progress but awaiting results of PARCC testing
Leadership	Benchmarks, Common Assessments, Report Cards, Teacher Comments, State Testing	Generalized reports of progress but awaiting results of PARCC testing
School Climate and Culture	Benchmarks, Common Assessments, Report Cards, Teacher Comments, State Testing	Generalized reports of progress but awaiting results of PARCC testing
School-Based Youth Services	Benchmarks, Common Assessments, Report Cards, Teacher Comments, State Testing	Generalized reports of progress but awaiting results of PARCC testing
Students with Disabilities	Benchmarks, Common Assessments, Report Cards, Teacher Comments, State Testing	Generalized reports of progress but awaiting results of PARCC testing

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Homeless Students	Benchmarks, Common Assessments, Report Cards, Teacher Comments, State Testing	Generalized reports of progress but awaiting results of PARCC testing
Migrant Students	Benchmarks, Common Assessments, Report Cards, Teacher Comments, State Testing	Generalized reports of progress but awaiting results of PARCC testing
English Language Learners	Benchmarks, Common Assessments, Report Cards, Teacher Comments, State Testing	Generalized reports of progress but awaiting results of PARCC testing
Economically Disadvantaged	Benchmarks, Common Assessments, Report Cards, Teacher Comments, State Testing	Generalized reports of progress but awaiting results of PARCC testing

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? A thorough examination of report card results, end of trimester results, common assessment results and an analysis of final grades was accomplished by the committee in order to establish priority problems.

2. What process did the school use to collect and compile data for student subgroups? Earlier NJASK results were disaggregated by the NJDOE while awaiting PARRC testing results. Final marks were disaggregated by the staff.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? Results are professionally scored by trained staff on the state and the school level.

4. What did the data analysis reveal regarding classroom instruction? Improved instructional methodologies are required.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Professional development should be provided for improved instructional techniques.

6. How does the school identify educationally at-risk students in a timely manner? Based on standardized test results, teacher recommendation and grades, at-risk students are earmarked for additional help during the after-school and summer school programs.

7. How does the school provide effective interventions to educationally at-risk students? After school and summer school programs are afforded these students.

8. How does the school address the needs of migrant students? Passing rates for all subgroups are affected by the performance of migrant and limited English proficient students within the subgroup.

9. How does the school address the needs of homeless students? N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? A thorough examination of the state mandated test results, classroom grades, and teacher recommendations.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Transition activities are coordinated between buildings.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? Consultations with stakeholders.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	English Language Arts	Mathematics
Describe the priority problem using at least two data sources	Not meeting Progress Targets	Not meeting Progress Targets
Describe the root causes of the problem	Need for improved instructional techniques	Need for improved instructional techniques
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	ELA	Mathematics
Name of scientifically research based intervention to address priority problems	Common Core Standards Targeted Professional Development Class Size Reduction	Common Core Standards Targeted Professional Development Class Size Reduction
How does the intervention align with the Common Core State Standards?	Incorporates NJCCCS	Incorporates NJCCCS

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Instructional skills and techniques	
Describe the priority problem using at least two data sources	Improve instructional skills and techniques	
Describe the root causes of the problem	Need for targeted professional development	
Subgroups or populations addressed	All Staff	
Related content area missed (i.e., ELA, Mathematics)	LAL and Mathematics	
Name of scientifically research based intervention to address priority problems	Common Core Standards Targeted Professional Development	
How does the intervention align with the Common Core State Standards?	Incorporates NJCCCS	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
*ESEA §1114(b)(I)(B) strengthen the core academic program in the school*;
ELA	Students with Disabilities	Class Size Reduction,	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Students with Disabilities	Class Size Reduction,	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	Homeless	Class Size Reduction,	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Homeless	Class Size Reduction,	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	Migrant	Class Size Reduction,	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Migrant	Class Size Reduction,	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	ELLs	Class Size Reduction,	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	ELLs	Class Size Reduction,	Principal	Benchmarks, Common Assessment, Report Cards, State	Benchmarks, Common Assessment, Report Cards, State Mandated

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school;*					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
				Mandated Testing	Testing
ELA	Economically Disadvantaged	Class Size Reduction,	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Economically Disadvantaged	Class Size Reduction,	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) *increase the amount and quality of learning time, such as providing an* <u>*extended school year and before- and after-school and summer programs and opportunities,*</u> *and help provide an enriched and accelerated curriculum;*					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	After School / Summer School Programs	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Students with Disabilities	After School / Summer School Programs	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	Homeless	After School / Summer School	Principal	Benchmarks, Common Assessment, Report Cards, State	Benchmarks, Common Assessment, Report Cards, State Mandated

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Programs		Mandated Testing	Testing
Math	Homeless	After School / Summer School Programs	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	Migrant	After School / Summer School Programs	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Migrant	After School / Summer School Programs	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	ELLs	After School / Summer School Programs	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	ELLs	After School / Summer School Programs	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	Economically Disadvantaged	After School / Summer School Programs	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Economically Disadvantaged	After School / Summer School Programs	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Targeted Professional Development	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Students with Disabilities	Targeted Professional Development	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	Homeless	Targeted Professional Development	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Homeless	Targeted Professional Development	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	Migrant	Targeted Professional Development	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Migrant	Targeted Professional Development	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	ELLs	Targeted Professional Development	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	Targeted Professional Development	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	Economically Disadvantaged	Targeted Professional Development	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Economically Disadvantaged	Targeted Professional Development	Principal	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? Stakeholders

2. What barriers or challenges does the school anticipate during the implementation process? Many new initiatives

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?   Consultants

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Direct feedback from staff

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Direct feedback from the community

6. How will the school structure interventions? According to student needs

7. How frequently will students receive instructional interventions? On an on-going basis

8. What resources/technologies will the school use to support the schoolwide program? Laptop carts

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? At stakeholder meetings

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent Workshops	SAC Coordinator	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Students with Disabilities	Parent Workshops	SAC Coordinator	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	Homeless	Parent Workshops	SAC Coordinator	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Homeless	Parent Workshops	SAC Coordinator	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	Migrant	Parent Workshops	SAC Coordinator	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Migrant	Parent Workshops	SAC Coordinator	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	ELLs	Parent Workshops	SAC Coordinator	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	Parent Workshops	SAC Coordinator	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
ELA	Economically Disadvantaged	Parent Workshops	SAC Coordinator	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing
Math	Economically Disadvantaged	Parent Workshops	SAC Coordinator	Benchmarks, Common Assessment, Report Cards, State Mandated Testing	Benchmarks, Common Assessment, Report Cards, State Mandated Testing

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? The PTO is also a voice for the parents. Registration and Residency also provide necessary district information.

2. How will the school engage parents in the development of the written parent involvement policy? They are involved in its review.

3. How will the school distribute its written parent involvement policy? The Parent Compact is part of the annual HS student-parent handbook.

4. How will the school engage parents in the development of the school-parent compact? They are involved in its review.

5. How will the school ensure that parents receive and review the school-parent compact? The Parent Compact is part of the annual HS student-parent handbook. It is also placed on the district website.

6. How will the school report its student achievement data to families and the community? Individual test results are sent home. For Grades 9-12 they are sent home with the final report cards. For HSPA the individual results are sent home upon receipt.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? Information is presented to the Board of Education and to parents at Visit School sessions.

8. How will the school inform families and the community of the school's disaggregated assessment results? As above, during evening meetings, BOE meetings, and PTO sessions.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? They are members of school level committees.

10. How will the school inform families about the academic achievement of their child/children? As above, during evening meetings, BOE meetings, and PTO sessions.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? There was a multi-cultural evening, Character Education day and evening programs, Read Across America parental volunteer week's programs, etc.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	Targeted and ongoing professional development by the district.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	Targeted and ongoing professional development by the district.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
N/A	